ORIGINAL RESEARCH PAPER

Education

SOCIAL MATURITY AND LEADERSHIP QUALITY OF HIGHER SECONDARY SCHOOL STUDENTS – A CORRELATION STUDY

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ABSTRACT

The main objectives of the study were to find out the level of social maturity and leadership quality of higher secondary students and to find out the relationship between social maturity and leadership quality of higher secondary students. The sample consists of 300 higher secondary students randomly selected from 10 higher secondary schools of Sankarankoil Taluk, Tirunelveli district of Tamil Nadu. Social Maturity Scale and Leadership Quality Scale was used as tools to collect data. The research reveals that the level of social maturity and leadership quality of higher secondary students was moderate and there is significant relationship found between social maturity and leadership quality of higher secondary students.

INTRODUCTION

Social maturity is the process of appropriate attitudes for personal, interpersonal and social adequacies of an individual which are essential for functioning effective in the society (Jeyanthi, 2015). The process of gaining, organizing and re-organizing the experiences remains continuous through-out the period of life of the individual which contributes a lot in making the individual socially mature. Many biological and environmental factors directly and indirectly contribute a lot in determining the level of social maturity of an individual. Moreover, man is gregarious by nature and cannot live alone. Thus, every one of us likes others and wants to be liked by others. This process of social interaction leads to improve the level of social maturity of an individual. Leadership is the ability to build up confidence and zeal among people and to create an urge in them to be led (Venkatesh, 2016). Wherever, there is an organized group of people working towards a common goal, some type of leadership becomes essential. To be a successful leader, a person must possess the qualities of foresight, drive, initiative, self-confidence and personal integrity. Different situations may demand different types of leadership.

SIGNIFICANCE OF THE STUDY

Social maturity in general refers to a socio-ability of an individual which is related with his social adjustment. It is also considered as a level of social development of an individual in relation to his chronological age. Man since the time of his birth goes on gaining experiences knowledge and habits. As he grows older he goes on organizing and re-organizing these experiences in the light of new knowledge and circumstances in order to modify his behaviour. In this way the process of gaining, organizing and re-organizing the experiences remains continuous through-out the period of life of the individual which contributes a lot in making the individual socially mature.

Leadership is about the art of motivating, influencing and directing people so that they work together to achieve the goals of a team or broader institution. It's important for students to experience leadership opportunities during their schooling, to learn the art of building relationships within teams, defining identities and achieving tasks effectively. It also provides an opportunity to learn to identify and display effective communication and interpersonal skills (Clare Ravasini, 2017). From the above concepts, the investigator perceives that social maturity and leadership quality are essential for the school students. Therefore, the investigator wishes to study the relationship between social maturity and leadership quality of higher secondary students.

OBJECTIVES OF THE STUDY

1. To find out the level of social maturity and leadership quality of higher secondary students with regard to Gender.
2. To find out the significant relationship, if any, between social maturity and leadership quality of higher secondary students.

METHOD ADOPTED

Survey method was adopted for the present study.

POPULATION AND SAMPLE

The population for the study consists of all the higher secondary students studying in higher secondary schools of Sankarankoil Taluk, Tirunelveli district, Tamil Nadu.

The sample consists of 300 higher secondary students from 10 higher secondary schools of Sankarankoil Taluk, Tirunelveli district, Tamil Nadu.

TOOLS USED

The tools used for the present study were given below,
1. Social Maturity Scale developed and validated by Mr. M. Nagarajan (Investigator) and Dr. T. Ranjith Kumar (Research Supervisor) in 2016. The tool consists of 53 statements.
2. Leadership Quality Scale developed and validated by Muthumanickam in 2001. The tool consists of 40 statements.

ANALYSIS OF DATA

The statistics employed in the study were percentage analysis and 'r' test. The analyses were presented in the following tables.

Table 1 Level of social maturity of higher secondary students with regard to Gender

Variable	Gender	N	Low		Average		High	
			No.	%	No.	%	No.	%
Social Maturity	Male	145	27	18.6	88	60.7	30	20.7
	Female	155	29	18.7	106	68.4	20	12.9

It is inferred from the above table (1) that 18.6% of the male higher secondary students have low, 60.7% of them have average and 20.7% of them have high level of Social Maturity. It is also inferred that 18.7% of the female higher secondary students have low, 68.4% of them have average and 12.9% of them have high level of Social Maturity.

Table 2 Level of leadership quality of higher secondary students with regard to Gender

Variable	Gender	N	Low		Average		High	
			No.	%	No.	%	No.	%
Leadership Quality	Male	145	23	15.9	97	66.9	25	17.2
	Female	155	30	19.4	111	71.6	14	9.0

It is inferred from the above table (2) that 15.9% of the male higher secondary students have low, 66.9% of them have average and 17.2% of them have high level of Leadership Quality. It is also inferred that 19.4% of the female higher secondary students have low, 71.6% of them have average and 9.0% of them have high level of Leadership Quality.

H01: There is no significant relationship between social maturity and leadership quality of higher secondary students.

Table 3 Relationship between social maturity and leadership quality of higher secondary students

Social Maturity		Leadership Quality		$\sum XY$	Calculated 'r' value	Remarks
$\sum X$	$\sum X^2$	$\sum Y$	$\sum Y^2$			
45795	7087385	35115	4177185	5387122	0.333	S

(Table value of 'r' is 0.113, S - Significant)

It is inferred from the above table (3) that the calculated 'r' value (0.333) is greater than the table value (0.113), at 0.05 level of significance. This shows that there is significant relationship between social maturity and leadership quality of higher secondary students.

FINDINGS
1. 18.6% of the male higher secondary students have low, 60.7% of them have average and 20.7% of them have high level of Social Maturity.
2. 18.7% of the female higher secondary students have low, 68.4% of them have average and 12.9% of them have high level of Social Maturity.
3. 15.9% of the male higher secondary students have low, 66.9% of them have average and 17.2% of them have high level of Leadership Quality.
4. 19.4% of the female higher secondary students have low, 71.6% of them have average and 9.0% of them have high level of Leadership Quality.
5. There is significant relationship between social maturity and leadership quality of higher secondary students.

EDUCATIONAL IMPLICATIONS
The results of the study reveal that the level of social maturity and leadership quality of higher secondary students are average. So, proper guidance and practices should be given to the students to improve their social maturity and leadership quality. Teachers should create the environment to the students to develop their social maturity. It may include discussions, role plays, debates, elocution etc. Seminars and orientation programmes should be arranged to the students to improve their leadership qualities. Significant positive relationship found between social maturity and leadership quality of higher secondary students. Hence if the social maturity of the students improved means the leadership quality also be improved.

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